DOCUMENT RESUME

ED 229 920 EC 151 918

TITLE	State Implementation Grant for Preschool Handicapped Children. Final Report, September 1, 1981 to August 31, 1982.
INSTITUTION	South Dakota State Div. of Elementary and Secondary Education, Pierre.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE	29 Nov 82
GRANT	G008102176
NOTE	57p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Agency Cooperation; *Coordination; *Disabilities; Preschool Education; *Program Development; Program Evaluation; *Program Proposals; State Programs
IDENTIFIERS	*South Dakota

ABSTRACT

The report outlines efforts to meet federal and South Dakota state law requirements in serving handicapped children under 6 years of age. A plan is outlined to coordinate interagency efforts for this population. Activities are listed for three major goals (sample objectives in parentheses): to develop a comprehensive interagency plan for this population (organization of an interagency council, development and field test of a draft plan); to encourage interagency coordination at the local level (identification of parents and early childhood/special education personnel interested in forming an early childhood consortium); and to coordinate activities of the proposal with those of the Preschool Incentive Grant (communication with local education agencies). A management plan addresses personnel, timelines, and budget for objectives and activities. Procedures for a third party evaluation of the project are described. (CL)

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HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM

P.L. 91-230, Title VI, Part C

STATE IMPLEMENTATION GRANT FOR PRESCHOOL HANDICAPPED CHILDREN

Final Report
November 29, 1982

Period of Report: September 1, 1981 to August 31, 1982

GRANT NO. G008102176
CAN #80-2002302
CFDA: 13.444C

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EC151918

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INTRODUCTION

Description of Target Population

South Dakota is a rural, sparsely populated state approximately 200 by 400 miles incorporating 77,047 square miles. Population of the state is 688,217 with two-thirds of the population in the eastern one-third of the state. The state is still basically agricultural. Nine of every ten acres of land were in farms in 1970 and fifty-five percent of the population was considered to be rural.

South Dakota is characterized by vast land area with relatively few people. The population density for the state as a whole is 8.9 persons per square miles; however, this drops to approximately 4.9 persons per square mile in the western half of the state. The only two cities of major size are Sioux Falls in the southeast corner of the state with 81,232 persons and Rapid City in the southwest corner of the state with 46,340 persons. Aberdeen with 25,937 persons is the next largest city. There are seven cities with slightly over 10,000 population, all in the eastern half of the state. One of the three cities with population between 5,000 and 10,000 is also in eastern South Dakota.

Approximately ten percent of the population of South Dakota is Sioux Indians; most of who live on Standing Rock, Cheyenne River, Lower Brule, Crow Creek, Rosebud, or Pine Ridge Indian Reservations. South Dakota operates public schools on and off the reservations and the Bureau of Indian Affairs operates approximately twenty-five schools either directly or through contractual agreements within South Dakota.

The April 1980 Survey of Current Business indicates South Dakota's per capita income is $7,334 as compared to the Plains Region (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota) average of $8,460. According to the 1979-80 South Dakota Educational Statistics Digest local sources accounted for 65.13 percent of the receipts of the revenue for special education.

There are 195 school districts in South Dakota. Eight districts contract with other states and do not report a full enrollment. Of the 195 school districts, 145 school districts are providing services for handicapped children ages birth through five years of age. 73 of these school districts are providing the full range of services to preschool handicapped children, while the remaining 72 are providing only minimal services: 50 school districts provide no early childhood handicapped services at all.

According to the 1980 school census, the state population for children from birth through five years of age is 60,024. As recorded in the December, 1980 child count by the Section for Special Education, there are 1,389 certified birth through five year old children receiving special services. These figures indicated that approximately 2.3 percent of the preschool children are receiving special services. Although local education agencies are accepting the responsibility of serving all handicapped children, there still remains approximately 7.7 percent of the preschool children in the state that need to be identified and evaluated, with the program of appropriate special services being the outcome.

State Law and State Rules

South Dakota Law, SDCL 13-37-1, states that children in need of special assistance or prolonged assistance means all children under the age of twenty-one who are residents of the State of South Dakota and who, because of their physical or mental conditions, are not adequately provided

for through the usual facilities and services of the public school. The Attorney General's interpretation of the law (A.G. 73-30) provides mandatory public school educational opportunities for handicapped children with no minimum age limit.

South Dakota State Law, SDCL 13-37-1.2, states that the Division of Elementary and Secondary Education shall have regulatory and coordinating authority over any program within the Department of Education and Cultural Affairs, the Department of Social Services, or any other state agency when such programs pertain to the special education of children in need of special or prolonged assistance.

State Special Education Rules have been amended and became effective July 1, 1977. The Rules speak to comprehensive plans for public schools; and to the identification, multi-faceted evaluation, individual education programming and placement of children in need of special assistance or prolonged assistance.

State Administrative Handbook and Preschool Guidelines

A State Administrative Handbook was written by the Section for Special Education in the Spring of 1977 to help public schools implement PL 94-142, State Law, and State Rules for all children from birth to twenty-one years of age who are in need of special assistance or prolonged assistance. The handbook was revised during the summer and fall of 1979. Dissemination was in January, 1980 and included every superintendent, principal, special education director, speech therapist, and special education administrator, as well as special education college personnel.

The State Preschool Guidelines were written in 1975 and disseminated to every public school, head start and private early childhood program, creating an awareness of and giving assistance to starting preschool programs for children in need of special or prolonged assistance. The Guidelines were revised in 1980 to include new information and procedures for early childhood handicapped programs.

Title VI-B State Plan

South Dakota's Title VI-B State Plan addresses full service goal for all children between three and twenty-one years of age needing special assistance or prolonged assistance. South Dakota has gone a step further than the federal law and has mandated services from birth to twenty-one. South Dakotan's have assumed their responsibilities and are fulfilling the intent of P.L. 94-142. However, as stated earlier, South Dakota is an economically poor state. Financial resources are necessary in order to accomplish the full service goal.

Child Find Activities

The State Child Find Project was initiated in the spring of 1976. The first activities were called Phase I. This phase was to identify and locate children not receiving educational services. During Phase I, approximately 85 children or 60 percent of those identified were preschool children.

Phase II of the Child Find Activities was initiated during the Fall of 1976 for children presently in public school programs. Since these activities were in-classroom screening for grade K through 12, preschool children were not identified during this phase.

Though 85 children was a significant find, it did not, unfortunately, take the identification process directly to the local level. Phase I was a volunteer or referral effort. There are still a few thousand preschool children who were not identified.

To give support to the Child Find Activities of FY'77, P.L. 94-142 and South Dakota Rules for Special Education, LEA's were mandated to file with the SEA a comprehensive plan which includes LEA's child identification process and activities. In addition, the Child Find Project (FY'77) staff developed a Child Find Identification Kit which was disseminated to all LEA's to assist in implementing and conducting on-going identification in their communities.

OVERVIEW STATEMENT

South Dakota Law (SDCL 13-37-1) states that children in need of special assistance or prolonged assistance means all children under the age of twenty-one who are residents of the State of South Dakota and who, because of their physical or mental conditions are not adequately provided for through the usual facilities and services of public school. The law also states that all public schools must provide "appropriate educational services" for all children in need of special assistance or prolonged assistance under twenty-one years of age (SDCL 13-14-1). The Attorney General's interpretation of this law (A.G. 73-30) provides mandatory public school educational opportunities for handicapped children with no minimum age limit. South Dakota Law (SDCL 13-37-1) places regulatory and coordinating authority for special education with the Division of Elementary and Secondary Education.

The philosophy in South Dakota and the philosophy of the Division of Elementary and Secondary Education (DESE) is toward deinstitutionalization and keeping children in need of special assistance or prolonged assistance in the community with their own family, or a foster family, and to provide these children with the least restrictive alternative environment.

South Dakota is a rural state and lacks the abundance of economic resources. School districts find it extremely difficult to expand or initiate special services under these conditions. The role of the Section for Special Education within the Division of Elementary and Secondary Education is one of encouraging the development of programs and services for children in need of special assistance or prolonged assistance. Another role is to furnish leadership in the development and effective utilization of human and fiscal resources to meet the needs of individuals identified through the local education agencies.

A second method to expand child find activities came through identification of services to children in need of special assistance and prolonged assistance. An Inventory of Services was developed. It was initiated through a request by the Governor to determine overlapping of services. The Governor appointed a Sub-Cabinet level committee from which evolved a task force to determine services for handicapped children and youth. The Section for Special Education was represented on this task force. Through this representation, the responsibility was delegated to the Section for Special Education to identify agencies and duplication of services.

A major outcome of the Inventory of Services conducted by the Section for Special Education was the development of an Interagency Task Force. The purpose of this task force was to develop a comprehensive screening system, through interagency coordination, that could be implemented in the State of South Dakota. A verbal agreement with all participating agencies to support the Rural Screening Clinics planned by the Department of Health-Maternal and Child Health Services was a direct result of the task force. The Rural Screening Clinics were then implemented in the West River Region of South Dakota in August of 1978 and expanded to the Missouri Valley Region in March of 1979.

A third method to expand child find activities came through the actual implementation of the comprehensive screening system by way of the Rural Screening Clinics. By conducting screenings on an area-wide basis, more than 50 school districts have received the benefits of the comprehensive screening system to date.

RATIONALE FOR ASSISTANCE

As identified in South Dakota Law, SDCL 13-14-1, public schools must provide "appropriate educational services" for all children in need of special assistance or prolonged assistance under twenty-one years of age. Therefore, local educational agencies are required to provide services to all handicapped individuals under twenty-one years of age.

In December, 1980, the Section for Special Education surveyed all the school districts (195) in South Dakota to determine how many certified preschool handicapped children were receiving services. Based on 1979-80 South Dakota school census, there are 60,024 children 0-5 years of age. As recorded in December, 1980, by the Section for Special Education, there are 1,389 certified 0-5 year old children receiving special services. Based on a projected incidence of 10 percent being handicapped, these figures indicate that approximately 2.3 percent of the preschool handicapped children are receiving services. In further examination of the age categories, it became evident that the majority of preschool children served are from three through five years of age. As of December, 1980, 1,258 children from three through five years of age, or 3.9 percent are certified as needing special services. 131 children birth through two years of age of .5 percent are certified as needing special services.

In the area of special services to the young handicapped child, South Dakota has one main advantage over several of the other states and that is that South Dakota mandates public school educational opportunities for handicapped children with no minimum age limit. Although local education agencies (LEAs) are accepting the responsibility for serving and identifying the young handicapped child, there are health and social service agencies

that are also responsible for identifying, evaluating and/or serving the young handicapped child.

In order to serve more children from birth through five years of age who are in need of special assistance or prolonged assistance, South Dakota needs to:

(1) coordinate resources with other state agencies in order to provide nonduplicated services.

(2) develop an explicate state-wide plan for serving young handicapped children that addresses all state agencies, and

(3) coordinate State Implementation Grant and Preschool Incentive Grant activities. The major goals of the Preschool Incentive Grant are to provide technical assistance to state and local agencies serving the young handicapped child and to initiate early childhood handicapped services across the state.

Different state agencies feel a strong responsibility for evaluating the younger child with the contingency that it is education's responsibility to provide the services. Therefore, if we have interagency coordination, all agencies will be involved in a coordinated effort and the younger child will receive more appropriate educational services.

There have been positive efforts across the state during 1980-81 to provide services to preschool handicapped children. The Section for Special Education is proud of the accomplishments made in the past; however, a greater effort is needed to meet the full service goal.

It is essential that the State of South Dakota receive support to develop a state-wide interagency statewide effort, the Section for Special Education will effect the service provided to preschool children in need of special

assistance or prolonged assistance. As described in the demography, South Dakota is a sparsely populated state. It is extremely difficult for one agency to provide all services for all handicapped children birth through five years of age. In order to meet this need, the Section for Special Education plans to develop a plan for serving this population with state agencies/programs within the Department of Health and the Department of Social Services. Maternal and Child Health presently provides identification and evaluation services to preschool children, while the Speciality Clinics, Crippled Children's Services, and Supplementary Security Income-Disabled Children's Program all provide evaluation services to preschool children if they meet the eligibility criteria. The Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program through Title XIX is capable of providing screening, diagnosis, and treatment for young children. The Section for Special Education must coordinate with other state agencies to more effectively plan for and provide services to children birth through five years of age who are in need of special or prolonged assistance.

SUMMARY OF NEEDS

Due to P.L. 94-142 and the Title VI-B State Plan, the potential is here to appropriately serve all children birth through five years of age who are in need of special assistance or prolonged assistance in South Dakota. However, South Dakota is a sparsely populated state and suffers from the lack of economic resources. It is extremely difficult for public schools to expand or initiate special services under these conditions. Therefore, it is necessary for the State Education Agency to search out and provide assistance to local school districts in planning for and providing services to all children birth through five years of age who are in need of special or prolonged assistance.

PROJECTIONS FOR FUTURE

The goal of this project is to develop a state-wide interagency plan for serving young handicapped children in South Dakota. Once a plan is in place that includes both state agencies and local public schools, it is projected that the plan will be expanded to include services for all handicapped children under twenty-one years of age.

GOALS AND OBJECTIVES

The Division of Elementary and Secondary Education, through the Section for Special Education, will support the goals and objectives for this project.

Purpose

The Section for Special Education, in order to meet their full service goal, will facilitate the development of free appropriate educational services through local schools and interagency coordination for all children in need of special assistance or prolonged assistance under six years of age.

Goal A

To develop a comprehensive interagency plan for serving all children under six years of age who are in need of special assistance or prolonged assistance.

Objectives

A_1 Project director will organize an interagency council that will meet on a monthly basis. This will be evidenced by a record of the monthly meetings which will include minutes and who was in attendance.

A_2 Project director and the interagency council will establish a plan of action for the council. This will be evidenced by a written plan of action that will include goals, objectives, and strategies.

A_3 Project staff and the interagency council will draft a comprehensive interagency plan for serving preschool handicapped children. This will be evidenced by a written draft of the plan.

A_4 Project staff and the interagency council will field test, revise, and finalize the comprehensive interagency plan for serving children under six years of age who are in need of special or prolonged assistance. This will be evidenced by a final comprehensive interagency plan that can be implemented across South Dakota.

Goal B

To encourage interagency coordination at the local level in order to serve more appropriately children under six years of age who are in need of special or prolonged assistance.

Objectives

B_1 Project staff will identify local level early childhood/special education personnel and parents that may be interested in forming an early childhood consortium. This will be evidenced by a list of people that have been contacted by the project director and are committed to participating in an early childhood consortium.

B_2 Project staff will establish an early childhood consortium that will meet at least three times a year plus communicate in writing on a monthly basis. This will be evidenced by the minutes of each meeting and copies of all correspondence.

Goal C

To coordinate the activities of this proposal with the activities of the Preschool Incentive Grant.

Objectives

C_1 Project staff will inform LEAs of state agencies and resources that could be utilized in their local early childhood handicapped program. This will be evidenced by written communication to LEAs informing them of available resources.

C_2 Project staff will assist LEAs receiving Preschool Incentive funds in coordinating with local and state agencies and resources in order to more appropriately serve their preschool population. The project director will provide the assistance through written communications and at least two on-site visits during the school year. This will be evidenced by a summary of technical assistance provided to the identified LEAs.

ACTIVITIES

A_1 Project director will organize an interagency council that will meet on a monthly basis. This will be evidenced by a record of the monthly meeting which will include minutes and who was in attendance.

- $A_{1.1}$ Identify agencies that are mandated to provide services to handicapped children below six years of age.
- $A_{1.2}$ Contact each agency and secure administrative commitment to the formation of an interagency council and the development of a comprehensive plan.
- $A_{1.3}$ Identify participants for the interagency council.
- $A_{1.4}$ Establish a set date and time for monthly interagency council meetings.
- $A_{1.5}$ Conduct monthly interagency council meetings.
- $A_{1.6}$ Evaluation. Compile minutes of monthly meetings.

A_2 Project Director and the interagency council will establish a plan of action for the council. This will be evidenced by a written plan of action that will include goals, objectives, and strategies.

- $A_{2.1}$ Develop a statement of purpose for the interagency council.
- $A_{2.2}$ Conduct a needs assessment of the agencies in order to identify discrepancies between what should exist and what does exist.
- $A_{2.3}$ Identify issues that need to be addressed by the interagency council through analyzing the needs assessment information.
- $A_{2.4}$ Develop a list of rank ordered need statements on discrepant areas identified in the needs assessment.
- $A_{2.5}$ Formulate goals and objectives for the interagency council that will address the identified priorities.

$A_{2.6}$ Identify alternative strategies for accomplishing and evaluating each objective.

$A_{2.7}$ Determine specific tasks to implement each objective.

$A_{2.8}$ Assign responsibilities and timelines to individual council members for the completion of each task.

$A_{2.9}$ Develop a plan for evaluating the implementation activities of the interagency council.

$A_{2.10}$ Evaluation. Compile all information from Activities A through $A_{2.9}$ and write a plan of action for the interagency council.

A_3 Project staff and the interagency council will draft a comprehensive interagency plan for serving preschool handicapped children. This will be evidenced by a written draft of the plan.

$A_{3.1}$ Complete goals and objectives identified in Objective A_2.

$A_{3.2}$ Analyze information collected by the interagency council.

$A_{3.3}$ Write the first draft of a comprehensive interagency plan.

$A_{3.4}$ Confirm administrative support from all agencies represented on the interagency council.

$A_{3.5}$ Inform LEAs of the interagency council's activities in order to gain support from the local level.

$A_{3.6}$ Evaluation. Finalize the draft of the comprehensive interagency plan.

A_4 Project staff and the interagency council will field test, revise, and finalize the comprehensive interagency plan for serving children under six years of age who are in need of special or prolonged assistance. This will be evidenced by a final comprehensive interagency plan that can be implemented across South Dakota.

$A_{4.1}$ Identify at least ten LEAs that will field test the comprehensive interagency plan.

$A_{4.2}$ Field test the draft of the comprehensive interagency plan in the identified LEAs.

$A_{4.3}$ Revise the comprehensive interagency plan using information gathered during the field test.

$A_{4.4}$ Evaluation. Write a final comprehensive interagency plan that can be implemented across South Dakota.

B_1 Project staff will identify local level early childhood/special education personnel and parents that may be interested in forming an early childhood consortium. This will be evidenced by a list of people that have been contacted by the project director and are comitted to participating in an early childhood consortium.

$B_{1.1}$ Compile a list of possible participants for an early childhood consortium.

$B_{1.2}$ Contact each possible participant and secure commitment toward the formation of an early childhood consortium.

$B_{1.3}$ Evaluation. Compile a list of people that are committed to participating in an early childhood consortium.

B_2 Project staff will establish an early childhood consortium that will meet at least three times a year plus communicate in writing on a monthly basis. This will be evidenced by the minutes of each meeting and copies of all correspondence.

$B_{2.1}$ Establish specific goals and objectives for the consortium.

$B_{2.2}$ Set meeting dates, times, and locations of the consortium meetings.

$B_{2.3}$ Establish a communication network for the consortium that will be accessed whenever urgent national and/or state early childhood issues arise that require immediate attention.

$B_{2.4}$ Conduct consortium meetings at least three times a year.

$B_{2.5}$ Evaluation. Compile the minutes of each meeting and copies of all correspondence between the project director and consortium members.

C_1 Project staff will inform LEAs of state agencies and resources that could be utilized in their local early childhood handicapped program. This will be evidenced by written communication to LEAs informing them of available resources.

$C_{1.1}$ Identify state agencies and resources that provide services to children below six years of age who are in need of special or prolonged assistance. This will be completed in conjunction with Objective A_2.

$C_{1.2}$ Develop a computer listing of the available state resources. This will be completed in conjunction with Objective A_3.

$C_{1.3}$ Inform LEAs of the listing of available state resources and how they can access the information.

$C_{1.4}$ Evaluation. Document all correspondence with LEAs in regards to the computerized listing of state resources.

C_2 Project staff will assist LEAs receiving Preschool Incentive funds in coordinating with local and state agencies and resources in order to more appropriately serve their preschool population. The project director will provide the assistance through written communications and at least two on-site visits during the school year. This will be evidenced by a summary of technical assistance provided to the identified LEAs.

$C_{2.1}$ Identify those LEAs receiving Preschool Incentive funds to initiate early childhood handicapped services. Approximately fifteen LEAs are projected as recipients of Preschool Incentive funds.

$C_{2.2}$ Assist each of the identified LEAs in accessing local and state agencies and resources.

$C_{2.3}$ Conduct at least two on-site visits to each of the identified LEAs in order to monitor the progress of interagency activities at the local level.

$C_{2.4}$ Evaluation. Summarize all written and on-site technical assistance that is provided to the LEAs receiving Preschool Incentive funds.

ACTIVITY ACCOMPLISHMENTS

PURPOSE

The Section for Special Education, in order to meet their full service goal, will facilitate the development of free appropriate educational services through local schools and interagency coordination for all children in need of special assistance or prolonged assistance under six years of age.

Goal A

To develop comprehensive interagency plan for serving all children under six years of age who are in need of special assistance or prolonged assistance.

A_1 Project director will organize an interagency council that will meet on a monthly basis. This will be evidenced by a record of the monthly meetings which will include minutes and who was in attendance.

$A_{1.1}$-$A_{1.4}$ In September, 1981, two agencies with the potential to serve young handicapped children, the Department of Social Services and the Health Department were contacted to aid the planning for the formation of an Interagency Council. Both agencies had shown a commitment to interagency coordination and had signed interagency agreements with the Division of Elementary and Secondary Education-Section for Special Education. However, administrative and program changes within these agencies necessitated postponement of meetings until March of 1982. At this time, several informal meetings were held with the Department of Health, Department of Social Services, and Easter Seals. A strategy for the

formulation of the interagency council was developed. Top administrators from sixteen agencies identified as having a mandate to serve handicapped children were contacted to secure administrative commitment for the formation of an interagency council and the development of a comprehensive plan. April 20, 1982 was established as the date of the first interagency council meeting. Additional agencies learned of the interagency meeting and asked to attend with a resulting 29 participants attending the first interagency meeting. Additional meetings were held May 27, 1982, September 25, 1982, October 5, 1982 and November 22, 1982. At the request of interagency council members, meetings were not held over the summer months. Follow-up letters and minutes from interagency meetings were mailed to participants following each meeting.

A_2 Project director and the interagency council will establish a plan of action for the council. This will be evidenced by a written plan of action that will include goals, objectives, and strategies.

$A_{2.1\text{-}2.10}$ Mr. Brian McNulty, Supervisor of Special Education and state coordinator of interagency collaboration in the state of Colorado, was asked to participate in the first interagency council as a guest speaker/facilitator for the meeting. To facilitate statewide planning and collaboration, Mr. McNulty led the group in a needs identification process which gave all represented agencies an opportunity for input. Twenty-three concerns regarding provision of services for handicapped children were identified by the group and then prioritized.

Strategies for addressing these concerns were identified. Information was compiled and disseminated to participants on the interagency council together with an interagency future tasks survey. Results of the interagency future tasks survey aided in the formulation of an informal plan of action for future meetings. During subsequent meetings of the interagency council, members were assigned specific responsibilities. Interagency Council members were involved in updating resource data for an interagency resource directory and strategies for developing resource training were identified. These activities have led to the development of a series of "Human Resource Fairs" to be held at five sites within the state of South Dakota. The goal of the "Human Resource Fair" is to aid consumers of services in identifying/accessing resources in each area. In addition, a group of ten interagency members have been identified to develop the draft for an interagency plan for serving preschool handicapped children.

A_3 Project staff and the interagency council will draft a comprehensive interagency plan for serving preschool handicapped children. This will be evidenced by a written draft of the plan.

$A_{3.1-3.6}$ The activities of the interagency council have provided a model for development of a plan for interagency coordination in serving preschool handicapped children. However, a final draft has not yet been developed due to funding changes within several agencies which have necessitated exploring new linkages and in some cases writing new interagency agreements so that coordination could occur. These agreements are now in the final stage so that it

will soon be possible to move forward with the draft interagency plan.

A_4 Project staff and the interagency council will field test, revise, and finalize the comprehensive interagency plan for serving children under six years of age who are in need of special or prolonged assistance. This will be evidenced by a final comprehensive interagency plan that can be implemented across South Dakota.

$A_{4.1-4.4}$ The timelines for the activities of this objective are beyond the scope of this grant. The activities have been revised and are currently being addressed by the 1983 State Implementation Grant.

B_1 Project staff will identify local level early childhood/special education personnel and parents that may be interested in forming an early childhood consortium. This will be evidenced by a list of people that have been contacted by the project director and are committed to participating in early childhood consortium.

B_1 Fifteen local level early childhood/special education personnel and parents were contacted and asked to join an early childhood consortium. Meetings were held throughout this year with follow-up and written communication.

B_2 Project staff will establish an early childhood consortium that will meet at least three times a year plus communicate in writing on a monthly basis. This will be evidenced by the minutes of each meeting and copies of all correspondence. This was done in conjunction with B_1. The South Dakota Association for the Education of Young Children, which has members on the consortium and the Interagency Council, offered to establish a network of preschool professionals, parents, and interested people. SDAEYC groups are organized in seven key areas of the state. These groups form the core of a communication network,

which can be accessed whenever urgent national and/or state early childhood issues arise.

C_1 Project staff will inform LEAs of state agencies and resources that could be utilized in their local early childhood handicapped program. This will be evidenced by written communication to LEAs informing them of available resources. In 1981 the Direction Service office within the Section for Special Education established a Resource Data Bank. Initially, all known agencies and organizations were surveyed in order to define services for children 0-21 within the state of South Dakota. As a result of this activity a card sort system of services/resources available for children ages 0-21 was developed and an access system implemented for reference by school districts and other agencies attempting to put together a continuum of services for a child with identified special needs.

C_2 Project staff will assist LEAs receiving Preschool Incentive funds in coordinating with local and state agencies and resources in order to more appropriately serve their preschool population. The project director will provide the assistance through written communications and at least two on-site visits during the school year. This will be evidenced by a summary of technical assistance provided to the identified schools.

$C_{2.1}$ and $C_{2.2}$ were accomplished in conjunction with C_1.

$C_{2.3}$ and 2.4 have not yet occurred. Recent federal economic trends have created change within many state agencies forcing curtailment or elimination of services. For example, rural screening clinics, previously the focus of an interagency agreement with Maternal and Child Health, have been abandoned in the face of block grant funding. In the light of these changes it has been necessary to explore new linkages and develop new interagency agreements so that coordination

between agencies serving preschool handicapped children can continue to occur. Until these tasks have been completed it is not feasible to begin interagency coordination at the local level. However, new interagency linkages and agreements are now in the final stages. It will soon be possible to move forward with local interagency coordination.

Summary of Benefits

1. The increased number of preschool handicapped children under six years of age to be identified, evaluated and served. (1,807 in 1982 as compared to 1,559 in 1981.)

2. The initiation of Early Childhood handicapped services in seven districts and expansion of services in 37 districts. (In 1980, of 195 school districts, 161 report services for preschool handicapped children, 41 provided a full range of services, 120 provided minimal services and 34 provided no services. December, 1981 child count indicated 168 of 196 school districts were providing preschool handicapped services. 78 provided a full range of services, 90 provided minimal services and 28 provided no service.)

3. Successful coordination efforts between state agencies and early childhood programs through the formulation of an interagency council. The interagency council has representation from thirty agencies who serve preschool handicapped children.

4. Forward movement towards accomplishment of the state special education full service goal through the increase in services provided to preschool handicapped children.

5. Staff development provided to fifty early childhood and/or special educators at the Fifth Annual Early Childhood Institute. Staff development was provided to an additional 48 special educators and early childhood personnel through the Association for Retarded Citizens inservice.

6. The compilation of resources for serving preschool handicapped children.

7. Increased public awareness of and involvement of early childhood handicapped services through the increased number of preschool handicapped programs and through inservice activity to regular education teachers and to parents.

MANAGEMENT PLAN

GOAL A: To develop a comprehensive interagency plan for serving all children under six years of age who are in need of special assistance or prolonged assistance.

OBJECTIVES	ACTIVITIES	PERSONNEL	TIMELINES	BUDGET*
A_1 Organize an interagency council that will meet on a monthly basis.		Project Director Project Coordinator Project Secretary Interagency Council	September 1981 - August 1983	Salary: $7,050 Director - 20% Coordinator- 10% Secretary - 15% Travel In-state: $1,200
	$A_{1.1}$ Identify agencies.	Project Director Project Coordinator	September 1981	
	$A_{1.2}$ Contact each agency and secure commitment.	Project Director	September 1981	
	$A_{1.3}$ Identify participants for council.	Project Director Administrator of each agency	October 1981	
	$A_{1.4}$ Establish date and time for meeting.	Project Director Project Coordinator	October 1981	

OBJECTIVES	ACTIVITIES	PERSONNEL	TIMELINES	BUDGET*
	$A_{1.5}$ Conduct monthly meetings.	Project Director Project Coordinator Project Secretary Interagency Council	October 1981 - August 1983	
	$A_{1.6}$ Compile minutes of meetings.	Project Coordinator Project Secretary	October 1981 - August 1983	
A_2 Establish a plan of action for the council.		Project Director Project Coordinator Project Secretary Interagency Council	October 1981 - January 1982	Salary: $7,550 Director - 20% Coordinator- 10% Secretary - 20% Computer Services $1,000
	$A_{2.1}$ Develop a statement of purpose.	Project Director Project Coordinator Interagency Council	October 1981	
	$A_{2.2}$ Conduct a needs assessment.	Project Director Project Coordinator Interagency Council	October 1981	
	$A_{2.3}$ Identify issues.	Project Director Project Coordinator Interagency Council	November 1981	

OBJECTIVES	ACTIVITIES		PERSONNEL	TIMELINES	BUDGET*
	$A_{2.4}$	Develop a list of need statements.	Project Director Project Coordinator Interagency Council	November 1981	
	$A_{2.5}$	Formulate goals and objectives for the council.	Project Director Project Coordinator Interagency Council	November 1981	
	$A_{2.6}$	Identify alternative strategies.	Project Director Project Coordinator Interagency Council	November 1981	
	$A_{2.7}$	Determine specific tasks.	Project Director Project Coordinator Interagency Council	December 1981	
	$A_{2.8}$	Assign responsibilities and timelines.	Project Director Project Coordinator Interagency Council	December 1981	
	$A_{2.9}$	Develop a plan for evaluating the activities.	Project Director Project Coordinator Interagency Council	December 1981	
	$A_{2.10}$	Compile all information.	Project Director Project Coordinator Project Secretary Interagency Council	January 1982	

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OBJECTIVES	ACTIVITIES	PERSONNEL	TIMELINES	BUDGET*
A_3 Draft a comprehensive interagency plan for serving preschool handicapped children.		Project Director Project Coordinator Project Secretary Interagency Council	January 1982 - August 1982	Salary: $9,300 Director - 20% Coordinator- 20% Secretary - 20% Computer Services: $1,000
	$A_{3.1}$ Complete goals and objectives identified.	Project Director Project Coordinator Interagency Council	January 1982 - April 1982	
	$A_{3.2}$ Analyze information collected.	Project Director Project Coordinator Interagency Council	March 1982 - April 1982	
	$A_{3.3}$ Write the first draft of a plan.	Project Director Project Coordinator Project Secretary Interagency Council	May 1982 - July 1982	
	$A_{3.4}$ Confirm administrative support.	Project Director	August 1982	
	$A_{3.5}$ Inform LEAs of council's activities.	Project Director Project Coordinator Project Secretary	August 1982	
	$A_{3.6}$ Finalize the draft.	Project Director Project Coordinator Project Secretary Interagency Council	August 1982	

OBJECTIVES	ACTIVITIES	PERSONNEL	TIMELINES	BUDGET*
A_4 Field test, revise, and finalize the comprehensive interagency plan for serving preschool handicapped children.		Project Director Project Coordinator Project Secretary Interagency Council	September 1982 - August 1983	Projections for second year - refer to Part III, Section E.
	$A_{4.1}$ Identify LEAs.	Project Director Project Coordinator Interagency Council	September 1982	
	$A_{4.2}$ Field test the interagency plan.	Project Director Project Coordinator Interagency Council Identified LEAs	September 1982 - May 1983	
	$A_{4.3}$ Revise the interagency plan.	Project Director Project Coordinator Project Secretary Interagency Council	May 1983 - July 1983	
	$A_{4.4}$ Write a final comprehensive interagency plan.	Project Director Project Coordinator Project Secretary Interagency Council	July 1983 - August 1983	

GOAL B: To encourage interagency coordination at the local level in order to serve more appropriately children under six years of age who are in need of special or prolonged assistance.

OBJECTIVES	ACTIVITIES	PERSONNEL	TIMELINES	BUDGET*
B_1 Identify local level early childhood/ special education personnel and parents that may be interested in forming an early childhood consortium.		Project Director Project Coordinator Project Secretary	September 1981 - October 1981	Salary: $4,650 Director - 10% Coordinator- 10% Secretary - 10%
	$B_{1.1}$ Compile a list of possible participants.	Project Director Project Coordinator	September 1981	
	$B_{1.2}$ Contact each participant and secure commitment.	Project Director Project Coordinator	September 1981 - October 1981	
	$B_{1.3}$ Compile a list of people that are committed.	Project Coordinator Project Secretary	October 1981	
B_2 Establish an early childhood consortium that will meet at least three times a year plus communicate in writing on a monthly basis.		Project Director Project Coordinator Project Secretary Early Childhood Consortium	September 1981 - August 1983	Salary: $6,400 Director - 10% Coordinator- 20% Secretary - 10% Travel In-state: $1,400

OBJECTIVES	ACTIVITIES	PERSONNEL	TIMELINES	BUDGET*
	$B_{2.1}$ Establish goals and objectives.	Project Director Project Coordinator	September 1981	
	$B_{2.2}$ Set meeting dates, times, and locations.	Project Director Project Coordinator Early Childhood Consortium	October 1981	
	$B_{2.3}$ Establish a communication network.	Project Director Project Coordinator Early Childhood Consortium	October 1981	
	$B_{2.4}$ Conduct consortium meetings.	Project Director Project Coordinator Early Childhood Consortium	September 1981 - August 1983	
	$B_{2.5}$ Compile the minutes and copies of all correspondence.	Project Coordinator Project Secretary	September 1981 - August 1983	

GOAL C: To coordinate the activities of this proposal with the activities of the Preschool Incentive Grant.

OBJECTIVES	ACTIVITIES	PERSONNEL	TIMELINES	BUDGET *
C_1 Inform LEAs of state agencies and resources that could be utilized in their local early childhood handicapped program.		Project Director Project Coordinator Project Secretary	September 1981 - August 1983	Salary: $5,150 Director - 10% Coordinator- 10% Secretary - 15% Computer Services: $1,000
	$C_{1.1}$ Identify state agencies and resources.	Project Director Project Coordinator	September 1981 - November 1981	
	$C_{1.2}$ Develop a computer listing.	Project Director Project Coordinator Project Secretary	November 1981 - December 1981	
	$C_{1.3}$ Inform LEAs of the listing.	Project Director	January 1982 - August 1983	
	$C_{1.4}$ Document all correspondence with LEAs.	Project Director Project Coordinator Project Secretary	January 1982 - August 1983	

OBJECTIVES	ACTIVITIES	PERSONNEL	TIMELINES	BUDGET*
C_2 Assist LEAs receiving Preschool Incentive funds in coordinating with local and state agencies and resources.		Project Director Project Coordinator Project Secretary	October 1981 - August 1983	Salary: $6,400 Director - 10% Coordinator- 20% Secretary - 10% Travel In-state: $1,800
	$C_{2.1}$ Identify LEAs receiving Preschool Incentive funds.	Project Director	October 1981	
	$C_{2.2}$ Assist LEAs in accessing local and state resources.	Project Director Project Coordinator Project Secretary	October 1981 - August 1983	
	$C_{2.3}$ Conduct on-site visits.	Project Director Project Coordinator	October 1981 - August 1983	
	$C_{2.4}$ Summarize all technical assistance provided to LEAs.	Project Director Project Coordinator Project Secretary	February 1982, August 1982, February 1983, and August 1983	

* Budget figures are for the first twelve month period only.

OVERALL PROJECT EVALUATION

This proposal's major purpose is to facilitate the development of free appropriate educational services through local schools and interagency coordination for all children in need of special or prolonged assistance under six years of age. As the State Education Agency will not be the only state agency involved with the success of this proposal, it is important that the total project be evaluated by a third-party evaluator. The purpose of an evaluation of the total project is to provide input, changes, and direction for the next year.

PURPOSE

To evaluate the effectiveness of the project and to disseminate the evaluation data to all state agencies, legislators, and local school districts.

OBJECTIVE I

To use a third-party evaluator design in assessing the effectiveness of the project.

ACTIVITY

Through a bid request listing the goals and objectives of the project, third-party evaluators will submit a bid which will include their fees and evaluation design for the project. The South Dakota Section for Special Education will select a third-party evaluator on the bids submitted.

OUTCOME

The project will have a third-party evaluation at the end of the first year of the project.

EVALUATION/OUTCOME

GOAL A: To develop a comprehensive interagency plan for serving all children under six years of age who are in need of special assistance or prolonged assistance.

	OBJECTIVE	EVALUATION ACTIVITY	EVALUATION EVIDENCES	EXPECTED OUTCOMES
A_1	Project director will organize an interagency council that will meet on a monthly basis. This will be evidenced by a record of the monthly meetings which will include minutes and who was in attendance.	Audit Project Director's files.	A List of interagency council members. B Copies of minutes of monthly meetings. C Copies of all correspondence with the interagency council.	An interagency council consisting of the Project Director, Project Coordinator, and representatives from state agencies that provide services to preschool handicapped children. The council will consist of ten to fifteen people and will be responsible for developing a comprehensive interagency plan for serving children below the age of six who are in need of special or prolonged assistance.
A_2	Project director and interagency council will establish a plan of action for the council. This will be evidenced by a written plan of action that will include goals, objectives, and strategies.	Audit Project Director's files.	A A written plan of action developed by the interagency council that states their goals, objectives, strategies, and tasks.	The interagency council will develop a plan of action for completing a comprehensive interagency plan that will be implemented across South Dakota. Through developing a plan of action as a group, each agency will assume a certain amount of responsibility and ownership to a comprehensive plan.

	OBJECTIVE	EVALUATION ACTIVITY	EVALUATION EVIDENCES	EXPECTED OUTCOMES
A_3	Project staff and the interagency council will draft a comprehensive interagency plan for serving preschool handicapped children. This will be evidenced by a written draft of the plan.	Audit Project Director's files.	A A copy of the first draft of the comprehensive interagency plan.	A draft of a comprehensive interagency plan for serving handicapped children, birth through five years of age, will be developed. The draft will be printed so that it may be field tested and revised prior to the final printing and dissemination.
A_4	Project staff and the interagency council will field test, revise, and finalize the comprehensive interagency plan for serving children under six years of age who are in need of special or prolonged assistance. This will be evidenced by a final comprehensive interagency plan that can be implemented across South Dakota.	Audit Project Director's files.	A List of field test sites. B Documentation of data collected during the field test. C A copy of the comprehensive interagency plan after all revisions have been made.	The draft of the comprehensive interagency plan will be field tested, revised, and finalized for dissemination and implementation state wide. Major outcomes of the field-testing will be (1) a final product, and (2) public support of interagency coordination when serving children below six years of age who are in need of special or prolonged assistance.

GOAL B: To encourage interagency coordination at the local level in order to serve more appropriately children under six years of age who are in need of special or prolonged assistance.

	OBJECTIVE	EVALUATION ACTIVITY	EVALUATION EVIDENCES	EXPECTED OUTCOMES
B_1	Project staff will identify local level early childhood/special education personnel and parents that may be interested in forming an early childhood consortium. This will be evidenced by a list of people that have been contacted by the project director and are committed to participating in an early childhood consortium.	Audit Project Director's files.	A List of all people contacted for participation in an early childhood consortium. B List of people who have committed themselves to participating in an early childhood consortium.	Through contacting early childhood/special education personnel and parents across the state, interest and concern will be raised concerning services to the young handicapped child. Personnel contacted will represent Head Start programs, nursery schools, day care centers early childhood organizations, local school districts, medical programs, social service programs and parents.
B_2	Project staff will establish an early childhood consortium that will meet at least three times a year plus communicate in writing on a monthly basis. This will be evidenced by the minutes of each meeting and copies of all correspondence.	Audit Project Director's files.	A Copies of minutes of all meetings. B Copies of all correspondence with the consortium members.	The early childhood consortium will meet to address issues and concerns about services to childr below six years of age who are in need of special or prolonged assistance. Members will be advocates for interagency coordination in their local areas of the state. The early childhood consortium will also act as a communication network to local personnel when important issues arise at the national or state level.

GOAL C: To coordinate the activities of this proposal with the activities of the Preschcol Incentive Grant.

	OBJECTIVE	EVALUATION ACTIVITY	EVALUATION EVIDENCES	EXPECTED OUTCOMES
C_1	Project staff will inform local school districts of state agencies and resources that could be utilized in their local early childhood handicapped program. This will be evidenced by written communication to school districts informing them of available resources.	Audit Project Director's files.	A Computerized listing of state agencies and resources that provide services to preschool handicapped children. B Copies of correspondence to LEAs informing them of available resources.	A computerized listing of state agencies and resources will serve as an index of services that can be used by LEAs in locating additional services or assistance. Through this listing of services, a larger number of children in need of special or prolonged assistance will receive appropriate educational services.
C_2	Project staff will assist local school districts receiving Preschool Incentive funds in coordinating with local resources and state agencies in order to more appropriately serve their preschool population. The project director will provide the assistance through written communication and at least two on-site visits during the school year. This will be evidenced by a summary of technical assistance provided to the identified schools.	Audit Project Director's files.	Summary of technical assistance provided to LEAs on interagency coordination.	Through technical assistance provided to LEAs receiving Preschool Incentive funds, school districts will be able to more appropriately serve their young handicapped population by utilizing other agencies and resources. The assistance provided to LEAs will allow for a smooth transition when implementing the comprehensive interagency plan.

EVALUATION/OUTCOME

NARRATIVE

In order to clarify the evaluation/outcome chart on the following pages, it was felt that a brief explanation would be appropriate information for the proposal readers and the SIG project staff.

It is the proposal writer's philosophy that this grant would best be evaluated through a process evaluation conducted by a third-party evaluator. The evaluation evidences focus on counting or telling what happens and documenting information through written summaries.

Organization of the chart was developed for two purposes: (1) to outline the evaluation of each objective; and (2) to project outcomes that go beyond the stated objectives.

Please be aware that the activities for each objective do not have written evaluations. It was decided that only the objectives would be evaluated. In order for the objectives to be completed, the activities must also be completed.

Explanation of Columns

Objective: Each objective is repeated here for easy reference.

Evaluation Activity: This is what an evaluator would do when evaluating the objectives.

Evaluation Evidences: This is what an evaluator would look for when determining if objectives have been accomplished.

Expected Outcomes: This is a statement that projects beyond each objective.

OBJECTIVE II

To disseminate the effectiveness of the project.

ACTIVITY

The South Dakota Section for Special Education will develop a report of the project using the third-party evaluators' results. The report will describe the effectiveness of the project, projections for the next year, and how LEAs may utilize the results.

OUTCOME

The report will be send to all agencies, local school districts, and legislators.